Contents

	About the Authors	X
	Introduction	xiii
CHAPTER 1	Historical Perspectives of Autism Spectrum Disorder Clinical Consideration Clinical Anecdote A Neurodevelopmental Disorder: Autism and the Brain The Clinical Team: Who and What Neurodiversity Summary Reflections Along the Path Test Questions References Further Readings	1 6 6 7 9 13 14 15 16
CHAPTER 2	Indications for Assessment Autism and Assessment of Culturally, Linguistically Diverse Populations Differential Diagnosis Diagnoses Other than Autism Autism Spectrum Disorder Diagnostic Team Assessment Tools Autism Specific Formal Screeners and Evaluations Holistic Formal Assessment Informal Assessment The Gender Disparity Comorbidity Clinical Application Caregiver Counseling Goal Setting What Is a SMART Goal? Summary Test Questions References Further Readinas	19 21 23 24 26 26 27 28 29 30 32 34 37 39 40 43

CHAPTER 3	Identifying Social Communication Challenges	45
	A Note on Cultural Variation	48 50
	Nonverbal Social Communication Challenges Joint Attention	50
	Eye Contact	51
	Clinical Application	52
	Gestures	52
	Facial Expressions and Body Language	54
	Clinical Application	54
	Verbal Social Communication Challenges	55
	Tone and Suprasegmental Speech	56
	Conversation and Topic Maintenance	56
	Executive Function	59
	Social Reciprocity and Rapport	60
	Obtaining Firsthand Reports	61
	Clinical Relevance	61
	Reporting on Social Communication Challenges in your	
	Diagnostic Report	62
	Including Social Communication Strengths	62
	Summary	69
	Test Questions	71
	References	72
	Further Readings	75
CHAPTER 4	Early Intervention and Autism	77
	Understanding Neurotypical Development	78
	Considering Neurotypical Development	79
	Family Involvement	82
	Strategies to Promote Parent Engagement	83
	Evidence-Based Approaches	84
	Importance of Connection	87
	Importance of Playfulness	90
	Organization In Therapy	93
	Environmental Arrangement	93
	The Importance of Interprofessional Collaboration	96
	Summary	97
	Test Questions	99
	References	100
	Further Readings	102
CHAPTER 5	School-Age Children Part One: Early Years	103
	Transition to School	104
	Pre Diagnosis	104
	Obtaining a Diagnosis	104
	Individualized Family Service Plan	105
	Individual Education Plan (IEP)	105

	Determining an Appropriate Education Setting	106
	Goal Setting	108
	Behavioral Supports for Children with Autism in the Classroom	108
	Classroom Accommodations	109
	Behavioral Shaping Supports	110
	Lesson Plans	119
	Common School Day Challenges	124
	Recess	124
	How Can Interventionists Support Children with	
	ASD During Recess?	125
	Potential Goals and Interventions	125
	What Might This Look Like in Clinical Practice?	126
	Transitions	126
	How Can Interventionists Support Children with ASD?	126
	Potential Goals and Interventions	128
	What Might This Look Like in Practice?	128
	Literacy Tasks	129
	Group Work	130
	How Can Interventionists Support Children with ASD?	130
	Potential Goals and Interventions	130
	What Might This Look Like in Practice?	131
	Independent Tasks	132
	How Can Interventionists Support Children with ASD?	132
	Potential Goals and Interventions	132
	What Might This Look Like in Practice?	133
	A Note on Supporting Classroom Needs	133
		134
	Summary	136
	Test Questions	
	References	136
CHAPTER 6	School-Aged Children Part Two: The Later Years	139
	Parents and the Adolescent Revolution	141
	Setting the Tone for Success	141
	Video Modeling and Autism Spectrum Disorder	145
	Adolescence and Pragmatic Considerations	149
	Top Adolescent Social Skills Concerns and Solutions	152
	Developing Social Targets	154
	Neurodiversity Considerations	154
	Common Social Targets for Adolescents with Autism	155
	Relationships, Gender, and Sex	158
	Adolescent Girls and Menstruation	
		159
	Engaging Community	160
	Summary	161
	Test Questions	163
	True or false?	163
	References	164
	Further Readings	166

CHAPTER 7	Autism and Adulthood	167
	Introduction Autism, Adults, and Current Knowledge	167 169
	My Journey with Autism	175
	Client Profile 1	176
	Client Profile 2	176
	Client Profile 3	176
	The Process of Strengthening: Parent Perspectives	177
	Centered on Transition	178
	Adults And Cultural Considerations	179
	Autism Is a Label: It Does Not Define Your Potential	179
	The Importance of Environment	181
	Shifting Mindset from Job to Meaningful Employment	182
	Evidence-Based Approaches	183
	Core Treatment Areas	184
	Our Collective Rewards	192
	Summary	193
	Test Questions	197
	References	197
	Further Readings	201
CHAPTER 8	Autism and Echolalia	203
	Echolalia 101	203
	Stages of Gestalt Language Acquisition	206
	Types of Echolalia	207
	Considering Functionality	208
	Interactional (Fully Functional) Echolalia	209
	Non-Interactional (Limited Functionality) Echolalia	209
	Therapeutic Action Plan	210
	Working to be Direct	211
	Teaching a Client to Pause	213
	Bringing Reality and Relevance to Echolalic Production	215 216
	Jumping into Character	218
	Summary Test Questions	220
	References	221
	Further Readings	223
CLIA DTED O	A Constitution	225
CHAPTER 9	Autism and Social Justice	225
	Cultural Competence and Autism Spectrum Disorder	226
	The Intersection of Social Justice and Autism Access to Services as a Social Justice Issue	231 232
	How Can Clinicians Make a Difference for Clients?	232
	Understanding Others' Perspectives and Nonverbal Cues	233
	Making Predictions	233
	Following Directions	234
	Social Skills Groups	235

Contents	ix

	Hard Truths: Cases to Explore When Individuals with Autism Encounter Law	235
	Enforcement	238
	Summary	239
	Test Questions	239
	References	239
	Further Readings	241
CHAPTER 10	Autism and Augmentative and	
	Alternative Communication	243
	Nonverbal and Minimally Verbal Clients With Autism	244
	Types of Augmentative and Alternative Communication	245
	High-Tech Options	245
	Low and No Tech Options	245
	Intervention Suggestions	249
	Introducing Augmentative and Alternative Communication	250
	Caregiver Buy-in and Cultural Considerations	250
	Intervention Considerations	252
	Incorporating Peer Models	255
	Environmental Arrangement	255
	Summary	259
	Test Questions	261
	References	262
	Further Readings	264
CHAPTER 11	Scope of Practice Considerations and	
	Service Delivery Models	265
	Communication Consideration	267
	Service Delivery Models	268
	Training Programs	268 269
	Mediated Intervention Approaches Individual or Group Services	270
	Intervention Setting	272
	Pull-Out Services	273
	Push-In Services	273
	Seven Steps for Successful Collaboration in the	
	School Setting	274
	In-Home Services	275
	Telepractice	277
	Tips for Engaging Clients with Autism in Telepractice	280
	More Practical Intervention Suggestions	280 281
	Hybrid Approach Summary	281
	Test Questions	283
	References	284
	Further Readings	287

CHAPTER 12	Autism and the Parent: Reaching Across the Table The Role of Disparity	289 289
	The Role of Mental Health	293
	Cultural Considerations	295
	Autism and Cultural Experience	297
	African-American, Black	297
	Asian-American	298
	Hispanic	298
	Creating Opportunities to Provide Knowledge	299
	Sample Key	301
	Methods of Treatment	302
	Questions and Sharing Growth and Experiences	305
	Engaging Parents in the Group Setting	305
	Caregiver Centered Evidence-Based Approaches	307
	Shifting Parent Perspectives: Creating a Winning Mentality	308
	Summary	309
	Final Reflection	311
	Test Questions	311
	References	313
	Further Readings	316
	Glossary	317
	Answers to Test Questions	321
	Index	327